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**Promotion and protection of the rights of children: promotion and protection of the rights of children**

# Status of the Convention on the Rights of the Child

## Report of the Secretary-General

*Summary*

The present report focuses on the implementation of the priority themes of the resolutions entitled "Rights of the child" adopted by the General Assembly at its sixty-ninth to seventy-second sessions. It includes a review of the advancements and remaining challenges relating to international and national efforts on protecting children from discrimination and overcoming inequalities, the right to education, migrant and displaced children and ending violence against children.

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# I. Introduction

1. In its resolution 72/245, the General Assembly requested the Secretary-General to submit to it at its seventy-third session a report on the status of the Convention on the Rights of the Child and the issues addressed in the resolution, with a focus on the implementation of the priority themes of resolutions 69/157, 70/137, 71/177 and 72/245, entitled "Rights of the child", with regard to international and national efforts on protecting children from discrimination and overcoming inequalities, the right to education, migrant and displaced children and ending violence against children. This includes progress that has been achieved and challenges that still remain, taking into account information provided by Member States. The present report is submitted in accordance with that request.

# II. Status of and reporting on the Convention

2. As at 1 July 2018, all Member States, with the exception of the United States of America, had ratified or acceded to the Convention on the Rights of the Child. As at 1 July 2018, 167 States had ratified or acceded to the Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; 174 States had ratified or acceded to the Optional Protocol on the sale of children, child prostitution and child pornography; and 39 States had ratified or acceded to the Optional Protocol on a communications procedure.

3. During the reporting period, the Committee on the Rights of the Child held its seventy-sixth to seventy-eighth sessions. As at 1 July 2018, the Committee had received initial reports from all but three States parties and had reviewed all but one of the initial reports submitted. In total, the Committee had received 537 reports submitted pursuant to article 44 of the Convention on the Rights of the Child; 115 reports and 2 periodic reports under the Optional Protocol on the involvement of children in armed conflict; and 111 reports and 2 periodic reports under the Optional Protocol on the sale of children, child prostitution and child pornography.

# III. International efforts and national progress with regard to protecting children from discrimination and overcoming inequalities

4. During the reporting period, the international community achieved significant progress at the international and national levels with regard to protecting children from discrimination, exclusion and inequality. The inclusion of Sustainable Development Goals relating to protecting children from discrimination and overcoming inequalities in the 2030 Agenda for Sustainable Development is a fundamental advancement. [1] Yet children still suffer disproportionately from violations of their rights. Member States, regional bodies, international organizations, donors, private sector actors, service delivery agencies, community-based organizations and others must commit focused attention to meeting the world's goals for children.

[1] Marie Wernham, *Mapping the Global Goals for Sustainable Development and the Convention on the Rights of the Child* (United Nations Children's Fund (UNICEF), 2016).

## A. Right to life, survival and development

5. Poverty in childhood, itself a basis for discrimination against children and a risk factor for abuse and exploitation, often leads to deprivations that can last a lifetime. Addressing income and multidimensional poverty is essential for tackling discrimination and inequalities for children.

6. Despite the progress made in recent years, child mortality remains unacceptably high; 5.6 million children died in 2016, mostly from preventable causes.[2] Inequities, inadequate investments and lack of institutional capacity impede any further reduction in child mortality, especially for vulnerable populations affected by war, economic upheaval, public health emergencies and climate change. Among adolescent girls between the ages of 15 and 19, the two leading causes of death are suicide and complications during pregnancy and childbirth.[3] Non-communicable diseases, mental health disorders and the effects of substance abuse, physical inactivity and environmental pollution are growing epidemiological concerns affecting child health and well-being.

7. Several Member States have concrete plans to accelerate reductions in newborn mortality, reaching underimmunized children and scaling up timely diagnosis, care and treatment for childhood illnesses. The Office of the United Nations High Commissioner for Human Rights (OHCHR), in collaboration with the World Health Organization (WHO), developed technical guidance to assist State and non-State actors in addressing mortality and morbidity of children under 5 years of age in accordance with human rights standards (see A/HRC/27/31).

8. Progress in turning the tide on the HIV epidemic is evident in the 35 per cent reduction in the global number of new infections among children under 15 between 2010 and 2017.[4] Yet progress has been uneven, and children and adolescents still have unequal access to HIV testing and treatment compared with adults. Rapid population growth has created a "youth bulge" in many low- and middle-income countries that threatens to roll back recent gains, with girls being most at risk. New infections among hundreds of thousands more adolescents are expected if no immediate action is taken.[5]

9. In the Political Declaration on HIV and AIDS: On the Fast Track to Accelerating the Fight against HIV and to Ending the AIDS Epidemic by 2030 (resolution 70/266), the General Assembly committed to ending the HIV epidemic by 2030. Reaching that goal requires improving access to HIV testing and treatment among children and adolescents. Knowing one's HIV status, including through family-centred care, is critical for the prevention and treatment of HIV among children and adolescents. For example, by the end of 2017, teen centres in Namibia had reached more than 1,000 adolescents living with HIV, to provide treatment adherence support and psychosocial services.[6]

10. While chronic malnutrition in children has decreased over the past decade, severe key challenges remain. Stunting affects 155 million children under 5 and 52 million children worldwide suffer from acute malnutrition or wasting; meanwhile, a sharp rise in obesity and overweight affects 41 million children under the age of 5

[2] Inter-Agency Group for Child Mortality Estimation, "Levels and trends in child mortality: report 2017".

[3] World Health Organization (WHO) and others, *The Global Strategy for Women's, Children's and Adolescents' Health (2016–2030): Survive Thrive Transform* (WHO, 2015).

[4] Joint United Nations Programme on HIV/AIDS, "2017 global HIV statistics", fact sheet, July 2018.

[5] UNICEF, "Adolescent HIV prevention", HIV/AIDS database. Available at https://data.unicef.org/topic/hivaids/adolescents-young-people.

[6] UNICEF, *Annual Results Report 2017: HIV and AIDS* (New York, 2018).

globally.[7] In a report published by the United Nations Children's Fund (UNICEF) in 2018, States were called upon to protect children from the negative impacts of marketing unhealthy food and non-alcoholic beverages to children.[8]

11. The International Baby Food Action Network, WHO and UNICEF, together with the Network for Global Monitoring and Support for Implementation of the International Code of Marketing of Breast-milk Substitutes and Subsequent Relevant World Health Assembly Resolutions,[9] are working to support the Committee in advising States regarding the Code and subsequent relevant resolutions. By 2016, 135 countries had some legal measures in place relating to the Code.

12. Since 2014, more than 150 million people gained access to safe water, sanitation and hygiene services, more than half of them in emergency contexts such as Iraq, Nigeria and the Syrian Arab Republic.[10] Still, 2.3 billion people lack basic sanitation services and 892 million people practise open defecation.[11] In humanitarian settings, children's access to safe water, sanitation and hygiene services is often interrupted and eroded.

13. National ministries of health are collaborating with WHO and UNICEF to improve water, sanitation and hygiene services in 49 countries. This includes an increasing focus on aligning emergency and development interventions with regard to water, sanitation and hygiene, such as the installation of solar powered water systems. The WASH4Work initiative, launched in 2016, is a public-private partnership for improving access to water, sanitation and hygiene facilities in the workplace and in communities where businesses operate.[12]

14. Member States are increasingly recognizing the importance of early childhood development, including its centrality to violence prevention efforts. The Early Childhood Development Action Network, launched in 2016 by the World Bank Group and UNICEF, assists in the scale-up of early childhood development services and catalyses action. In addition, neuroscientific research shows that early childhood stress, including exposure to violence, has long-term negative mental and physiological consequences for children.[13] The inclusion in the 2030 Agenda of Sustainable Development Goal target 4.2, to ensure that all children have access to quality early childhood development, care and pre-primary education, has led to increased attention being paid to early childhood development. For example, Australia has prioritized health and education targets for Aboriginal and Torres Strait Islander peoples, who have disproportionately experienced poor outcomes in these areas.[14] Finland has worked to decrease client fees for early childhood education and care.

15. In 2015, the States parties to the Paris Agreement reaffirmed that children were among the groups most vulnerable to environmental harm. Since the adoption of the Agreement, the United Nations Environment Programme (UNEP) has scaled up advocacy for rights-based, sustainable and inclusive climate action that benefits and

[7] UNICEF, WHO and World Bank, "Levels and trends in child malnutrition: joint child malnutrition estimates — key findings of the 2017 edition".

[8] Amandine Garde and others, *A Child Rights-based Approach to Food Marketing: A Guide for Policymakers* (UNICEF, 2018).

[9] See www.who.int/nutrition/netcode/members/en.

[10] UNICEF, *Annual Results Report 2017: Water, Sanitation and Hygiene* (New York, 2018).

[11] WHO and UNICEF, *Progress on Drinking Water, Sanitation and Hygiene: 2017 Update and SDG Baselines* (2017).

[12] See www.wash4work.org.

[13] Office of the Special Representative of the Secretary-General on Violence against Children, "Violence prevention must start in early childhood".

[14] Australia, Department of the Prime Minister and Cabinet, *Closing the Gap: Prime Minister's Report 2018* (2018).

is accountable to all, in particular children. In the report of the Committee on its day of general discussion on the topic of children's rights and the environment[15] and the report of the Special Rapporteur on the issue of human rights obligations relating to the enjoyment of a safe, clean, healthy and sustainable environment submitted in 2018 to the Human Rights Council (A/HRC/37/58), important linkages between child rights obligations and the environment were highlighted. UNEP, OHCHR and partners subsequently produced a child-friendly version of the report of the Special Rapporteur.[16]

16. Stigma and discrimination against children with disabilities are drivers of the social and economic exclusion of children and their families. Children and adolescents with disabilities, including displaced children with disabilities, are more likely to experience physical and sexual violence and neglect than their peers.[17] Girls with disabilities are at increased risk of gender-based violence.[18] The lack of robust, reliable and comparable national data on children with disabilities poses a challenge to the delivery of inclusive programmes and services.

17. Examples of progress with regard to children with disabilities are evident, such as increased developmental screenings of young children in Ghana, a national insurance programme for children with disabilities in the Philippines and the prohibition of discrimination based on disability in Zimbabwe. The 2017 report "Disability inclusion guidelines", by the United Nations Relief and Works Agency for Palestine Refugees in the Near East, and the Including Children with Disabilities in Humanitarian Action series of guidance booklets, published by UNICEF in 2017,[19] are also positive developments that contribute to changing public attitudes towards disability.

## B. Right to participation

18. Children's right to participation is firmly rooted in the Convention on the Rights of the Child, in which children are recognized as active rights holders and participants in their own development, rather than as passive recipients of adult protective care (see arts. 5 and 12–17). The Optional Protocol on a communications procedure gives children the right to submit a complaint to the Committee about violations of their rights once all national effective remedies have been exhausted. In the 2030 Agenda, in particular in paragraph 51 of the Declaration and in other references pertaining to various Sustainable Development Goals, children are acknowledged as agents and the importance of child and adolescent participation in sustainable development is emphasized, including in the follow-up and review of the Goals. More than 60 per

[15] Committee on the Rights of the Child, "Report of the 2016 day of general discussion on children's rights and the environment".

[16] Students at Rathmore Grammar School, "Children's rights and the environment", child-friendly report adapted from the report of the Special Rapporteur on human rights and the environment (A/HRC/37/58), Laura Lundy, Michelle Templeton and Jen Banks, eds. (Centre for Children's Rights, Queen's University Belfast).

[17] Lisa Jones and others Prevalence and risk of violence against children with disabilities: a systematic review and meta-analysis of observational studies, *The Lancet*, vol. 380, no. 9845; and Deutsche Gesellschaft für Internationale Zusammenarbeit, "Inclusive education and forced displacement: avoiding lost generations — providing equal access to quality education and safe learning environments", Science to Policy Brief, 2016.

[18] General comment No. 3 (2016) of the Committee on the Rights of Persons with Disabilities on women and girls with disabilities.

[19] Available at http://training.unicef.org/disability/emergencies/index.html.

cent of the 65 countries that have presented a voluntary national review have consulted children, adolescents and young people in that context.[20]

19. States are increasingly establishing formal channels for children and adolescents to learn about and contribute to plans and decisions relating to sustainable development. For example, in Denmark, primary and secondary schools are integrating learning about global development and sustainability into the curriculum and encouraging young people to develop solutions,[21] and Botswana has implemented multiple campaigns to raise awareness of the Sustainable Development Goals and ensure the participation of thousands of young people.[22]

20. The Committee's general comment No. 20 (2016) on the implementation of the rights of the child during adolescence is a critical milestone for child participation, complementing its general comment No. 12 (2009) on the right of the child to be heard. In its general comment No. 20, the Committee called upon States parties to the Convention to ensure that adolescents are involved in the development, implementation and monitoring of all relevant legislation, policies, services and programmes affecting their lives. The Committee also developed working methods for children's participation in the reporting processes of States parties.[23] Its next day of general discussion, to be held in September 2018, will be dedicated to the topic of protecting and empowering children as human rights defenders with a focus on child participation.[24] World Vision International has produced a series of reports on and by children, addressing child participation in efforts to end violence against children.[25]

21. Some States, such as Argentina, Ireland, Lebanon, Mexico and Panama, have adopted national legislation addressing child participation. Other States have created strategic platforms to promote child participation. These include child parliaments, student councils, venues for children to participate in accountability at the administrative level and networks for adolescents to provide input into policy design. A few States and non-governmental organizations are working to strengthen the skills of adolescents and adult facilitators to enable them to support the meaningful participation of children in various processes.

22. New technologies show promise in helping to increase the participation of children by allowing for large-scale surveys to reach more children in order to better understand their ambitions and concerns. For instance, data from the U-report, a social messaging-based platform created by UNICEF, reaches nearly 5 million subscribers, mostly young people, in 40 countries, and is used to inform policies, programmes and reports.[26] In 2017, Western Sydney University and UNICEF initiated a global evidence review on communication for development and adolescent participation, focusing on digital engagement.

23. The Office of the United Nations High Commissioner for Refugees (UNHCR) and the Women's Refugee Commission established the Global Youth Advisory Council to amplify the voices of young people who are refugees, internally displaced and/or stateless in decisions affecting them.[27] Under the Global Partnership on

[20] United Nations, Voluntary National Reviews database, available at https://sustainabledevelopment.un.org/vnrs.

[21] Denmark, Ministry of Finance, *Report for the Voluntary National Review: Denmark's Implementation of the 2030 Agenda for Sustainable Development* (Copenhagen, 2017).

[22] Botswana, *Botswana: Voluntary National Review on Sustainable Development Goals 2017*.

[23] See www.ohchr.org/EN/HRBodies/CRC/Pages/WorkingMethods.aspx.

[24] See www.ohchr.org/EN/HRBodies/CRC/Pages/Discussion2018.aspx.

[25] See www.wvi.org/child-participation.

[26] See https://ureport.in.

[27] Office of the United Nations High Commissioner for Refugees (UNHCR) and Women's Refugee Commission, "We believe in youth: Global Refugee Youth Consultations — final report", November 2016.

Children with Disabilities, the Advisory Council provides leadership opportunities for young people with disabilities, including opportunities to represent children, adolescents and young people with disabilities at various global events. However, persistent negative attitudes towards the participation of children with disabilities in decision-making, as well as lack of access to sign language and hearing aids and scarce training resources for facilitating their participation, continue to impede their active engagement.

24. Children and adolescents around the globe, in particular those in disadvantaged situations, continue to face myriad barriers to their meaningful participation in mechanisms and processes that affect their lives. These barriers include cultural and discriminatory attitudes, negative social norms and political, legislative and economic obstacles (see A/69/260). The development of an internationally agreed framework for measuring meaningful child participation would increase the capacity of States and others to develop, monitor and measure participation outcomes.

## IV. International efforts and national progress with regard to the right to education

25. In 2015, world leaders reaffirmed education as a human right vital to securing the well-being and productivity of individuals, families and societies with the adoption of Sustainable Development Goal 4. In the same year, the world education community committed to achieving that Goal, through the adoption of the Incheon Declaration: Education 2030 — Towards inclusive and equitable quality education and lifelong learning for all.

26. Under the leadership of the United Nations Educational, Scientific and Cultural Organization (UNESCO), Member States, together with the World Bank, the United Nations Population Fund (UNFPA), the United Nations Development Programme, the United Nations Entity for Gender Equality and the Empowerment of Women, UNICEF and UNHCR, adopted the Education 2030 Framework for Action, a road map for achieving the 10 targets under Sustainable Development Goal 4. UNESCO publishes its *Global Education Monitoring Report* each year to track global achievements and challenges in meeting Sustainable Development Goal 4; the UNESCO Institute for Statistics is the official source of cross-nationally comparable data on education. In 2017, the Committee on the Elimination of Discrimination against Women adopted its general recommendation No. 36 (2017) on the right of girls and women to education.

27. The existence of several multisectoral platforms, global reports and commitments on education demonstrates increased momentum and political will for every child to be in school and learning. As at 20 July 2018, 80 countries had endorsed the Safe Schools Declaration, which was opened for endorsement in 2015, for the protection and continuation of education in armed conflict. The Education Cannot Wait initiative, which emphasizes keeping every crisis-affected child and young person in school and learning in a safe environment, has reached over half a million children in 14 countries and trained nearly 5,000 teachers since mid-2016.[28] Current and former Heads of State and leaders in the fields of education, business, economics, development, health and security established the International Commission on Financing Global Education Opportunity.[29] In 2016, the Commission published *The Learning Generation: Investing in Education for a Changing World*, in which it proposed the creation of a new international finance facility for education, which

[28] See www.educationcannotwait.org.

[29] See http://educationcommission.org/about.

would work through a consortium of multilateral development banks to use innovative financing to address growing needs in lower-middle-income countries. Dozens of international organizations, including the Group of 20 leaders, and over 100,000 individuals have expressed support for the proposal.

28. In its *World Development Report 2018*, the World Bank stresses the need to assess learning, to act on evidence and to align actors so that education systems work for learning.[30] In 2018, donor countries pledged $2.3 billion in financing through the Global Partnership for Education, and more than 50 developing countries announced plans to increase public expenditure for education.[31]

29. By 2015, almost all countries had passed national laws requiring school attendance at the primary level, with over 100 countries guaranteeing at least nine years of free and compulsory education.[32] However, similar progress is not being made in relation to pre-primary education, as only 17 per cent of countries legally stipulate at least one year of free and compulsory early childhood education.

30. In 2015, 69 per cent of children one year younger than the primary education entrance age participated in organized learning. Early grade reading improvements are evident in Liberia, Papua New Guinea and Tonga.[33] Roughly half of all countries administer a national learning assessment in reading and mathematics at the end of primary education and the end of lower secondary education.[34] Malaysia and the United Republic of Tanzania recently launched society-wide collaborative approaches to systematically improve learning.[35]

31. Some States have adopted comprehensive sectoral strategies for advancing human rights education, including human rights training for education personnel, extracurricular activities, research and other efforts (see A/HRC/36/24). OHCHR coordinates the World Programme for Human Rights Education, supports the sharing of good practices on human rights education and, together with UNESCO and the Danish Institute for Human Rights, assists in the monitoring of human rights education relating to Sustainable Development Goal target 4.7.

32. At the global level, UNESCO, with the support of UNICEF, published a document providing technical guidance on sexuality education,[36] in which it advocated access to quality, comprehensive sexuality education to promote health and well-being, respect for human rights and gender equality and to empower children and young people to lead healthy, safe and productive lives. The UNFPA Safeguard Young People Programme delivers comprehensive sexuality education, as well as HIV and youth-friendly sexual and reproductive health services, to millions of adolescent girls and boys in Southern Africa.[37] In Bangladesh, UNFPA has partnered with Plan International and the Ministry of Education to deliver sexuality education to adolescents in schools and madrasas and through a national weekly radio programme, under the Generation Breakthrough project.

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[30] World Bank, *World Development Report 2018: Learning to Realize Education's Promise* (Washington, D.C., 2018).

[31] See www.globalpartnership.org/funding/replenishment/pledges.

[32] United Nations Educational, Scientific and Cultural Organization (UNESCO), *Global Education Monitoring Report 2017/18: Accountability in Education — Meeting Our Commitments* (Paris, 2017).

[33] World Bank, *World Development Report 2018*.

[34] UNICEF, *Annual Results Report 2016: Education* (New York, 2017).

[35] World Bank, *World Development Report 2018*.

[36] UNESCO and others, *International Technical Guidance on Sexuality Education: an Evidence-informed Approach*, revised ed. (Paris, UNESCO, 2018).

[37] See http://esaro.unfpa.org/en/topics/safeguard-young-people-programme.

33. Despite overall progress, including the attainment of gender parity in primary enrolment and completion, challenges to realizing the right of all children to quality education and achieving the world's other education goals remain. Indeed, 263 million school-age children and adolescents are out of school worldwide,[38] and more than 617 million children and adolescents are not achieving minimum proficiency levels in reading and mathematics.[39]

34. Statistics sometimes mask educational inequities that are driven by poverty, location, disability, gender, ethnicity and other factors.[40] In the Caucasus and Central Asia, Northern Africa, Southern Asia, sub-Saharan Africa and Western Asia regions, girls are still more likely to be out of school than boys.[41] Recent data confirm that, across sub-Saharan Africa, one in every three children and adolescents is out of school, with girls more likely to be excluded than boys.[42]

35. Providing education opportunities in countries affected by emergencies and protracted crises, where 75 million children are in need of educational support, is a significant challenge.[43] In such settings, children often experience educational disruption due to insecurity, displacement, physical damage to school buildings, lack of teachers and other factors.

36. Additional challenges include the uneven quality of education, school bullying and violence.[44] More than one in three students between the ages of 13 and 15 experience bullying.[45] Because as many as 50 per cent of children with disabilities are out of school,[46] school-based programmes to educate girls about puberty and provide absorbent materials for menstruation often do not reach girls with disabilities.[47] Moreover, studies show that, in some countries, girls who are in school, including those with disabilities, often drop out when they begin to menstruate.[48] Inaccessibility of water, sanitation and hygiene facilities in schools is also a barrier for children with disabilities.[49]

37. Monitoring children's learning is an ongoing challenge, as three quarters of countries have insufficient or no data to assess progress in achieving Sustainable Development Goal 4.[50] UNICEF has developed new modules for its multiple indicator cluster survey to improve data collection on children's reading and numeracy skills, as well as on education for children with disabilities. Based on current trends, by

[38] UNESCO Institute for Statistics, "One in five children, adolescents and youth is out of school", fact sheet No. 48, February 2018.

[39] UNESCO Institute for Statistics, "More than one half of children and adolescents are not learning worldwide", fact sheet No. 46, September 2017.

[40] UNICEF *Annual Results Report 2017: Education* (New York, 2018).

[41] UNESCO, *Global Education Monitoring Report 2016: Gender Review — Creating Sustainable Futures for All* (Paris, 2016).

[42] UNESCO Institute for Statistics, "Education data release: one in every five children, adolescents and youth is out of school", 28 February 2018. Available at http://uis.unesco.org/en/news/education-data-release-one-every-five-children-adolescents-and-youth-out-school.

[43] Education Cannot Wait, "Education in emergencies". Available at www.educationcannotwait.org/the-situation.

[44] UNESCO, *School Violence and Bullying: Global Status Report* (Paris, 2017).

[45] UNICEF, *A Familiar Face: Violence in the Lives of Children and Adolescents* (New York, 2017).

[46] Suguru Mizunoya, Sophie Mitra and Izumi Yamazaki, *Towards Inclusive Education: The Impact of Disability on School Attendance in Developing Countries*, Innocenti Working Paper, No. 2016-03 (UNICEF, 2016).

[47] United Nations Girls' Education Initiative and Leonard Cheshire Disability, *Still Left Behind: Pathways to Inclusive Education for Girls with Disabilities* (June 2017).

[48] Sian White S and others, "A qualitative study of barriers to accessing water, sanitation and hygiene for disabled people in Malawi" *PLoS One*, vol. 11, No. 5 (2016).

[49] UNICEF, "WASH disability inclusion practices: including people with disabilities in UNICEF water, sanitation and hygiene (WASH) programming".

[50] UNICEF, Progress for Every Child in the SDG Era, (New York, 2018).

2030, some 1.5 billion adults will still have had no education beyond primary school, and they will disproportionately come from low-income countries and marginalized communities. Without significant increases in education investments, by 2030 only 1 child in 10 from low-income countries will have mastered basic secondary skills.[51]

## V. International efforts and national progress with regard to migrant and displaced children

38. Millions of children have migrated across borders or been forcibly displaced. Many of them have left their homes to escape violence, insecurity, persecution, natural disasters, poverty and food insecurity.[52] In 2016, children made up about half of refugees and asylum seekers, at around 12 million globally.[53] Meanwhile, an estimated 23 million children were living in internal displacement, 16 million as a result of conflict and 7 million owing to natural disasters, a dramatic increase over the past decade.[54]

39. All children are protected by the Convention on the Rights of the Child, regardless of where they come from or the reason for their movement.[55] This includes the right of every child to acquire a nationality, particularly where the child would otherwise be left stateless. The Committee on the Rights of the Child highlighted this with its adoption, together with the Committee on the Protection of the Rights of All Migrant Workers and Members of Their Families, of two joint general comments on the human rights of children in situations of international migration in 2017.[56] Many Sustainable Development Goals are directly related to improving the lives of migrant and displaced children with regard to health, education, gender equality, decent work, sustainable cities, climate action and peaceful societies.[57] The European Network of Ombudspersons for Children, with the support of the Special Representative of the Secretary-General on Violence against Children, issued recommendations to protect the rights of children on the move.[58]

40. In the New York Declaration for Refugees and Migrants, adopted in 2016 (resolution 71/1), Member States acknowledged the vulnerabilities and specific needs of migrant and refugee children and committed themselves to fully protecting their rights, including through the development of a global compact for safe, orderly and

[51] International Commission on Financing Global Education Opportunity, *The Learning Generation: Investing in Education for a Changing World*.

[52] UNICEF and others, "A call to action: protecting children on the move starts with better data", 2018.

[53] UNHCR, *Global Trends: Forced Displacement 2016* (Geneva, 2017).

[54] UNICEF and others, "A call to action".

[55] UNICEF, "The Global Compact on Refugees: the time for action for children uprooted is now".

[56] Joint general comment No. 3 (2017) of the Committee on the Protection of the Rights of All Migrant Workers and Members of Their Families/No. 22 (2017) of the Committee on the Rights of the Child on the general principles regarding the human rights of children in the context of international migration; and joint general comment No. 4 (2017) of the Committee on the Protection of the Rights of All Migrant Workers and Members of Their Families/No. 23 (2017) of the Committee on the Rights of the Child on State obligations regarding the human rights of children in the context of international migration in countries of origin, transit, destination and return.

[57] International Organization for Migration, "Migration in the 2030 Agenda".

[58] European Network of Ombudspersons for Children, "Recommendations: safeguarding and protecting the rights of children on the move – the challenge of social inclusion", paper prepared for the Regional Meeting of European Children's Ombudspersons, Athens, November 2017.

regular migration and a global compact on refugees.[59] UNHCR coordinates the implementation of the comprehensive refugee response framework.[60]

41. The multi-stakeholder Initiative for Child Rights in the Global Compacts works to ensure that, under the global compacts, the rights of migrant and refugee children will be respected and fulfilled.[61] Through the Global Forum on Migration and Development, Member States address the interconnections between migration and development, including in relation to children in the processes of developing the global compacts.[62] In 2017, a Human Rights Council panel provided concrete recommendations for ensuring that the rights of migrant children, regardless of their migration status, would be reflected in the global compact for safe, orderly and regular migration (see A/HRC/36/21). In its 2017 report *Beyond Borders: How to Make the Global Compacts on Migration and Refugees Work for Uprooted Children* and its six-point action agenda for children on the move,[63] UNICEF provides best practices and a framework for positively focusing on children in the global compacts.

42. The Global Migration Group brings together heads of United Nations agencies to promote international and regional instruments and norms relating to migration, such as the principles and guidelines, supported by practical guidance, on the human rights protection of migrants in vulnerable situations,[64] and to encourage more comprehensive approaches, including in relation to children. The Global Action to Prevent and Address Trafficking in Persons and the Smuggling of Migrants is a four-year (2015–2019) joint initiative focused on implementing comprehensive national counter-trafficking responses.[65] For example, the scheme has enabled Belarus, Brazil, Colombia and the Lao People's Democratic Republic to build comprehensive national referral pathways for child victims of trafficking.

43. Some States are making service delivery more inclusive of migrant and refugee children. In 2017, over 75 countries increased multisectoral support for children with migrant status, including for Syrian refugee children in Jordan, Lebanon and Turkey and Rohingya children in Bangladesh. Also in 2017, the Italian Parliament adopted legislation to ensure various protection measures for unaccompanied children, and Bulgaria adopted a legislative amendment guaranteeing the right to education for all migrant children. El Salvador, Guatemala and Honduras are collaborating to develop protocols for addressing the situation of unaccompanied adolescents in border areas, with support from the International Organization for Migration (IOM) and UNICEF.

44. IOM has developed a specialized course on assisting unaccompanied migrant children for migration officers, staff of children's institutes and consular officials, among other actors. IOM, UNHCR and UNICEF are working with States to scale up data collection on children on the move, including in Libya, where partners are establishing a best interests procedure for migrant and refugee children. Several countries have included refugee issues in planning and monitoring frameworks, reflecting efforts by the Global Partnership for Education and UNHCR to focus on this area in multi-year education sector plans. UNHCR, UNICEF and the International

[59] See refugeesmigrants.un.org/migration-compact and www.unhcr.org/en-us/towards-a-global-compact-on-refugees.html.

[60] See www.unhcr.org/en-us/comprehensive-refugee-response-framework-crrf.html.

[61] See www.childrenonthemove.org.

[62] See https://gfmd.org.

[63] See UNICEF, *Data Brief: Children on the Move – Key Facts and Figures* (New York, 2018).

[64] Available at www.ohchr.org/Documents/Issues/Migration/PrinciplesAndGuidelines.pdf.

[65] See www.unodc.org/unodc/en/human-trafficking/glo-act/index.html.

Rescue Committee support States in improving protections for unaccompanied and separated children in Europe.[66]

45. Children on the move around the globe continue to face violations during all phases of the migration and displacement cycles. Their vulnerability varies based on pre-existing risk factors, the specific reasons for their move and conditions during travel and transit and at their destination.[67] The report *Harrowing Journeys: Children and Youth on the Move across the Mediterranean Sea, at Risk of Trafficking and Exploitation*, published in 2017 by IOM and UNICEF, exposes the increased vulnerabilities and high incidence of violence, abuse, exploitation and trafficking among migrant and displaced children and young people. In particular, those travelling alone, those with low levels of education, those undertaking longer journeys and those from sub-Saharan Africa are among the most vulnerable. Children displaced as a result of conflict are also at increased risk due to the complexity of those settings. Children travelling to or from rural areas face an increased risk of being exploited or trafficked into child labour in agriculture and other sectors.

46. Other complicating factors include limited technical capacity at the national and regional levels; limited disaggregated data, including about undocumented children; insufficient knowledge about migration and refugee routes and numbers; xenophobia in host communities; complexities relating to repatriating children, such as a lack of basic services available to repatriated children; and limited funding. Providing consistent, high-quality educational opportunities for migrant and displaced children is another major hurdle.[68]

47. Many countries around the world still detain children, sometimes systematically, on the basis of their legal status or that of their parents.[69] Detention has negative impacts on child health and development, even during short periods of confinement. Access to education, health care, family life, legal representation, age assessment and guardianship is difficult for immigrant and asylum-seeking children who are detained and for those in non-custodial care arrangements. Moreover, in most instances, non-custodial care arrangements for migrant and asylum-seeking children are not available, and when they are, they may also fall below the standards outlined in the Guidelines for the Alternative Care of Children (resolution 64/142). In general, understanding the scope and impact of the problem remains difficult because few States collect and publish data on children in detention.

48. In the New York Declaration for Refugees and Migrants, Member States affirmed that detention of migrant and refugee children is seldom, if ever, in the best interests of the child and committed themselves to working towards ending the practice. As subsequently expressed in the joint general comments on the human rights of children in the context of international migration and by leading United Nations experts on the rights of the child, the detention of children on the basis of migration or refugee status is never in their best interests and constitutes a violation of their rights. In 2017, the Working Group on Arbitrary Detention released its revised deliberation No. 5 on deprivation of liberty of migrants (A/HRC/39/45, annex), in which it stipulated that the detention of children because of their parents' migration

[66] UNHCR, UNICEF and International Rescue Committee, *The Way Forward to Strengthened Policies and Practices for Unaccompanied and Separated Children in Europe* (July 2017).

[67] Office of the United Nations High Commissioner for Human Rights and Global Migration Group, *Principles and Guidelines, Supported by Practical Guidance, on the Human Rights Protection of Migrants in Vulnerable Situations*.

[68] UNICEF, *Education Uprooted: For Every Migrant, Refugee and Displaced Child, Education* (New York, 2017); and UNHCR, *Left Behind: Refugee Education in Crisis* (Geneva, 2017).

[69] Committee on the Rights of the Child, "Report of the 2012 day of general discussion on the rights of all children in the context of international migration".

status is a violation of the rights of the child. In its related issue brief,[70] UNHCR stated that children should never be detained for immigration-related purposes, irrespective of their migratory status or that of their parents.

49. In its resolution 69/157, the General Assembly requested the Secretary-General to commission a global study on children deprived of liberty to collect disaggregated data on the situation of children deprived of liberty, including in relation to immigration. The final report will provide recommendations and good practices for implementing international standards and developing child-sensitive protection systems that avoid detention.[71] In the framework of the Initiative for Child Rights in the Global Compacts, which brings together more than 26 agencies with expertise in promoting child rights worldwide, the International Detention Coalition developed a road map to ending child immigration detention, outlining a timeline for States to end child immigration detention.[72] The Coalition and UNHCR have published several related resources to support efforts to prohibit detention of children and families based on migration status.[73]

50. Some States, such as Ecuador, Italy and Mexico, have created policy or legal prohibitions for child and family immigration detention in line with the evolving normative framework on the issue. However, implementation of national policies and legislation is often lacking, and some States are reintroducing policies that roll back progress.

## VI. International efforts and national progress with regard to ending violence against children

51. Millions of children of all ages, races and cultures, and regardless of socioeconomic status or geography, experience emotional, physical and sexual violence in homes, communities, schools, workplaces, detention centres and childcare institutions and online, among other settings (see A/72/356). Violence against children takes many forms — often different for girls and boys — and increases children's risk of injury, self-harm and compromised health and cognitive development (ibid). The global cost of violence against children is estimated at $7 trillion, affecting employment markets and national productivity and requiring greater investments across sectors.[74]

52. Global commitments to addressing violence against children are at an all-time high, marked by the Sustainable Development Goal targets to combat violence, in particular target 16.2, on ending all forms of violence against children, and by efforts to track progress against those targets. Additional Sustainable Development Goal targets address related factors such as eliminating violence against women and girls, harmful practices, forced and child labour, modern slavery and trafficking in persons.

[70] UNHCR, "UNHCR's position regarding the detention of refugee and migrant children in the migration context", January 2017.

[71] The Independent Expert of the global study on children deprived of liberty is leading this process. See www.ohchr.org/EN/HRBodies/CRC/StudyChildrenDeprivedLiberty/Pages/Index.aspx.

[72] International Detention Coalition, "Road Map to Ending Child Immigration Detention"; see also Jacqueline Bhabha and Mike Dottridge, "Child rights in the global compacts: recommendations for protecting, promoting and implementing the human rights of children on the move in the proposed global compacts", working document, 24 June 2017.

[73] See, for example, International Detention Coalition, Alternatives to Detention database, available at https://database.idcoalition.org, and "Never in a child's best interests: a review of laws that prohibit child immigration detention", Briefing Paper, No. 2 (June 2017).

[74] Development Initiatives and others, "Counting pennies: a review of official development assistance to end violence against children", 2017.

Mandated by the General Assembly, the Special Representative of the Secretary-General on Violence against Children continues to act as a global independent advocate of the prevention and elimination of all forms of violence against children. In 2017, the Committee on the Elimination of Discrimination against Women adopted its general recommendation No. 35 (2017) on gender-based violence against women, updating its general recommendation No. 19, and the Human Rights Council adopted its resolution 35/16 on child, early and forced marriage in humanitarian settings. The Global Programme to Accelerate Action to End Child Marriage developed by UNFPA and UNICEF promotes girls' right to delay marriage, reaching over 754,000 girls in 2016, and galvanizes political action, such as the creation of national action plans in Burkina Faso, Ethiopia, Mozambique, Nepal, Uganda and Zambia.[75]

53. Several multi-stakeholder platforms and initiatives are aimed at preventing and ending violence against children. For example, the Global Partnership to End Violence against Children supports efforts to achieve target 16.2 by strengthening collaboration, building political will and accelerating national-level action.[76] Since mid-2016, the Fund to End Violence against Children has awarded over $23 million in grants to programmes that prevent and respond to online violence through individual, societal, industrial and systems-level change in over 20 countries around the globe.[77] The INSPIRE Working Group has developed seven strategies for ending violence against children, a companion handbook on programme implementation and an indicator compendium to track progress and align reporting.[78]

54. In 2018, the Government of Sweden, the WeProtect Global Alliance and the Global Partnership to End Violence against Children jointly hosted the Agenda 2030 for Children: End Violence Solutions Summit. Participants reiterated the need for continuous investment in evidence and data, in child protection programming in the digital age and in enhanced programming to committed Governments of "pathfinding countries".[79]

55. With regard to data and research, the Global Partnership to End Violence against Children, the Special Representative of the Secretary-General on Violence against Children and UNICEF are driving efforts to develop an evidence hub, map data and monitor and evaluate efforts. The UNICEF publication *A Familiar Face: Violence in the Lives of Children and Adolescents* contains comparable cross-national data. The Know Violence in Childhood initiative launched its flagship report, entitled *Ending Violence in Childhood: Global Report 2017*. The Centers for Disease Control and Prevention lead national data collection in over 20 countries, in collaboration with Together for Girls and UNICEF.

56. Many countries are developing policies and reforming laws to address violence across the life cycle of a child. By 2017, some 53 States had enacted national legislation prohibiting all forms of violence against children, including corporal

[75] See www.unicef.org/protection/57929_92681.html.

[76] See www.end-violence.org.

[77] See www.end-violence.org/fund.

[78] WHO and others, *INSPIRE Handbook: Action for Implementing the Seven Strategies for Ending Violence against Children* (Geneva, WHO, 2018); and UNICEF and others, *INSPIRE Indicator Guidance and Results Framework: Ending Violence against Children – How to Define and Measure Change* (New York, UNICEF, 2018), both available at www.who.int/violence_injury_prevention/violence/inspire-package/en.

[79] More information about the Agenda 2030 for Children: End Violence Solutions Summit and about pathfinding countries is available at www.end-violence.org/summit and www.end-violence.org/take-action/governments/pathfinders.

punishment within the family,[80] and over 90 countries were implementing coordinated national action plans, laws and policies to address violence against children, including legislation to protect victims, strengthen social services and promote change in societal beliefs and attitudes.[81] Some countries have made legislative and policy advances to address specific forms of violence, such as female genital mutilation, child marriage, bullying and violence in the home, and for some States it is a priority to increase institutional capacity to protect children and improve early detection and prevention of violence against children (see A/72/356).

57. An increasing number of multisectoral initiatives have been developed to address violence in and around schools, including a specialized focus in some countries on protecting children from bullying and peer-to-peer violence. The Special Representative of the Secretary-General on Violence Against Children and the Government of Mexico documented good practices to end bullying and cyberbullying at a regional consultation in 2018. Globally, over 80 countries have legal and policy frameworks to address violence in and around schools.[82] By the end of 2017, 130 States had prohibited corporal punishment in schools.[83] In 2017, the Human Rights Council adopted a report addressing violence against girls in the context of education (A/HRC/35/11). The Global Working Group to End School-related Gender-based Violence promotes evidence-based approaches to addressing the issue.[84] An increasing number of countries are scaling up programmes addressing child-rearing practices to prevent violence against children occurring in the home, the most common form of violence that children experience.[85]

58. The United Nations Office on Drugs and Crime (UNODC) Global Programme on Violence against Children in the Field of Crime Prevention and Criminal Justice supports Member States in promoting legal and policy reform and strengthening justice systems and the capacities of prosecutors. For example, it has worked in Colombia to address violence against children through the planning and implementation of a restorative justice programme, and it supports the Government of the Niger in promoting and protecting the rights of children associated with Jama'atu Ahlis Sunna Lidda'Awati Wal-Jihad (Boko Haram). *The Handbook on the Treatment of Children Recruited and Exploited by Terrorist and Violent Extremist Groups: The Role of the Justice System*, published by UNODC in 2017, and the United Nations Model Strategies and Practical Measures on the Elimination of Violence against Children in the Field of Crime Prevention and Criminal Justice, adopted by the General Assembly in 2014 (resolution 69/194), lay the groundwork for creating sustainable and child-friendly justice systems.

59. Increased efforts to tackle sexual violence against children include legal and policy reform, capacity-building, shifting social norms, programmatic advances and improving data collection. The WeProtect Global Alliance builds links with industries, in such sectors as travel and tourism and information and communications technology, and with civil society to end sexual violence against children. Important steps for setting standards and generating evidence are outlined in *Preventing and Responding to Violence against Children and Adolescents: Theory of Change*, published by UNICEF in 2017, as well as in *Terminology Guidelines for the*

[80] Global Initiative to End All Corporal Punishment of Children, "Ending legalized violence against children: global progress to December 2017 — following up the United Nations Secretary General's study on violence against children", 2017.

[81] UNICEF, *Annual Results Report 2017: Child Protection* (New York, 2018).

[82] Ibid.

[83] Global Initiative to End All Corporal Punishment of Children, "Ending legalized violence against children".

[84] See www.ungei.org/news/247_srgbv.html.

[85] UNICEF, *Annual Results Report 2017: Child Protection*.

*Protection of Children from Sexual Exploitation and Sexual Abuse*[86] and *Offenders on the Move: Global Study on Sexual Exploitation of Children in Travel and Tourism 2016*.[87]

60. Efforts to protect children online have progressed at an unprecedented rate. Such efforts include legal and policy reforms; stronger coordination; partnerships with the technology industry; better use of helplines, online platforms and counselling services; awareness and education campaigns; research; and the production of global standards and tools. In 2015, the WeProtect Global Alliance established the first global programme to support efforts in tackling online child sexual exploitation. Some 47 countries are now addressing online child sexual exploitation.[88] In one outcome, a partnership between UNICEF and the leading Internet service provider in China promotes child online protection. In another, the Council of Europe, in cooperation with the Special Representative of the Secretary-General on Violence against Children and other partners, produced the first guidelines in the region for protecting children's rights in the digital environment.

61. Despite progress at all levels, violence against children remains pervasive. Weak coordination between and among actors creates barriers to effective intersectoral approaches and the effective scale-up of actions to address violence against children. Limited technical expertise at the national level, insufficient data, failure to bring parenting programmes to scale and limited investment in prevention and child protection are additional obstacles.[89]

62. Some children, such as children in emergency settings, migrant and displaced children, children without parental care, children with disabilities and children in detention facilities are at increased risk of experiencing violence and often have less access to the services and care that they need. Child labourers, including those engaged in domestic labour and the worst forms of child labour, are at increased risk of violence, including exploitation and abuse that hinder their healthy development and compromise their right to education.[90] Child labourers in agriculture, where a vast majority of child labour occurs, also face exposure to harmful agrochemicals and other hazards.[91] Alliance 8.7 strives to eradicate forced labour, modern slavery, human trafficking and child labour.[92] Many children and adolescents are subject to armed violence in non-conflict settings, particularly in Latin America and the Caribbean, where close to 70 adolescents die every day owing to interpersonal violence.[93]

63. In emergency settings, State armed and security forces and non-State armed groups continue to perpetrate grave violations against children, such as killing, maiming, abduction, rape and other forms of sexual violence and their recruitment and use in fighting forces. The Special Representative of the Secretary-General for Children and Armed Conflict works to end violations against children in war by raising awareness, promoting information collection and fostering international cooperation. The Office of the Special Representative of the Secretary-General for

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[86] Susanna Greijer and Jaap Doek, *Terminology Guidelines for the Protection of Children from Sexual Exploitation and Sexual Abuse* (ECPAT International, 2016).

[87] Angela Hawke and Alison Raphael, *Offenders on the Move: Global Study on Sexual Exploitation of Children in Travel and Tourism, 2016* (ECPAT International, 2016).

[88] UNICEF, *Annual Results Report 2017: Child Protection*.

[89] Ibid.

[90] Food and Agriculture Organization of the United Nations (FAO), *FAO Guidance Note: Child Labour in Agriculture in Protracted Crises, Fragile and Humanitarian Contexts* (Rome, 2017).

[91] The International Partnership for Cooperation on Child Labour in Agriculture works to eliminate and prevent child labour in agriculture. See www.fao.org/rural-employment/background/partnerships/international-partnership-for-cooperation-on-child-labour-in-agriculture/en.

[92] See www.alliance87.org.

[93] UNICEF, *Annual Results Report 2017: Child Protection*.

Children and Armed Conflict, UNICEF, other United Nations entities and civil society actors monitor and report on such violations through the monitoring and reporting mechanism on grave violations against children in situations of armed conflict. In 2017, OHCHR submitted a report to the Human Rights Council at its thirty-seventh session identifying challenges to and measures for addressing violence against children in humanitarian settings (A/HRC/37/33).

# VII. Conclusions and recommendations

64. **The complex and enduring hurdles that national, regional and international actors face in their efforts to protect the rights of all children require innovative and effective approaches. Member States, United Nations entities, civil society and others must increase financial, political and programmatic commitments to achieve the child-centred targets of the 2030 Agenda and the aims of the Convention on the Rights of the Child.**

65. **While many important efforts are already under way, States, with the support of all relevant entities, must accelerate their actions to improve data, increase investment, strengthen cross-sectoral work, develop legislative and policy reforms, support national human rights institutions and tackle new and emerging areas of concern. The upcoming thirtieth anniversary of the Convention, in 2019, should be used as a catalyst for maintaining momentum and increasing action. Such efforts should include raising the profile of children in the most vulnerable situations, such as those with disabilities, girls, pregnant adolescents, children without parental care, children in alternative care, very young children, children living in poverty, displaced and migrant children, stateless children, indigenous children, children from minority groups, children in rural and hard-to-reach areas, children affected by HIV, child labourers, children affected by violence, conflict, economic upheaval and climate change, children deprived of liberty, including in the justice system, and children in other disadvantaged situations.**

## A. Recommendations for protecting children's right to life, survival and development

66. **States should budget for, adopt, implement and monitor national legislation and policies that allow all children to enjoy their rights without discrimination of any kind. Such legislation and policies should ensure universal access to quality, affordable services in such areas as water, sanitation and hygiene, early childhood development, HIV testing and care, nutrition and health, including sexual and reproductive health and maternal and newborn health. States should focus on identifying and reaching the children in the most vulnerable and marginalized situations.**

67. **All relevant actors should work towards concerted interventions to build technical capacity at the local level, increase and improve multisectoral responses, strengthen systems, overcome discriminatory social and cultural norms and increase investment through public and private sources.**

## B. Recommendations for increasing the participation of children and adolescents

68. **States should work to realize the right of all children and adolescents to be heard as "agents of change" in all decisions affecting their lives by increasing their meaningful and systematic participation, including in "best interests" determinations in judicial and administrative processes, within families, in communities and in schools. Such efforts would require investing in child- and adolescent-friendly civil society, reducing gender-based and other barriers to participation, confronting discriminatory attitudes and norms, building the capacity of children and adult facilitators and engaging children in the design of participatory platforms. It would also mean increasing support for consultative processes and including the voices of the hardest-to-reach children, regardless of race, age, gender, nationality, disability status or access to technology.**

69. **All relevant actors should promote participation by working to improve children's and adolescents' access to timely information in a language and format that is accessible to them and by creating programmes that allow children and adolescents to connect with their peers, increase their sense of agency and improve their ability to make informed decisions and choices.**

70. **Member States should implement the recommendations from the Committee's general comments Nos. 12 and 20, so as to increase the meaningful and systematic participation of children and adolescents through legislation, policies, services and programmes affecting their lives. Such measures should involve developing tools to monitor and measure the participation of children in decision-making processes that have an impact on them.**

## C. Recommendations for protecting children's right to education

71. **States should create inclusive, equitable, safe and quality education systems that provide relevant learning opportunities for all learners starting in early childhood, including for children in the most disadvantaged situations. In many cases, such efforts would involve changing educational content, approaches, structures and strategies; engaging States, donors, civil society, the private sector, educators, young people and families in educational policy design; and putting learning outcomes at the centre of educational policy. Such measures would require increasing national budget allocations for all aspects of education.**

72. **States should take proactive steps to remove structural, practical and financial barriers that compromise children's right to education without discrimination of any kind. This is important for all vulnerable children, including children with disabilities, who should have access to inclusive education at all levels, and girls who are at risk of missing out on school owing to marriage or pregnancy. A key step would be to undertake, at the national and local levels, a review of education sector plans, budgets, curricula, enrolment targets and textbooks.**

73. **States and other relevant actors in countries affected by emergencies and protracted crises should work to provide quality education and learning opportunities at scale for all children, including all excluded, displaced and vulnerable children; minimize educational disruption; improve access to quality water, sanitation and hygiene and nutrition in educational settings; increase access to early learning services; and nurture innovation in educational contexts.**

74. **All relevant actors should collaborate to improve education-monitoring systems, in particular those relating to learning outcomes, and increase cross-sectoral partnerships between education, health, nutrition and social protection.**

## D. Recommendations for protecting migrant and displaced children

75. **States and public and private sector donors should allocate more resources to programming for children on the move in order to meet the demands of current migration and displacement trends and to safeguard the best interests of children in all situations, including in host communities. Such resources are essential for expanding technical capacity to provide medical and psychosocial assistance, family tracing, legal aid, reunification, quality age- and gender-sensitive screening of vulnerable new arrivals, voluntary return and reintegration support, and shelter, guided by the best interests of the child. Investments should reach children on the move in the most vulnerable situations, including separated and unaccompanied children, girls, children with disabilities and those moving to and from rural areas.**

76. **All relevant actors should prioritize coordination at all levels to facilitate family reunification and continuity of care for migrant and displaced children. They should also address xenophobia in host communities; deliver immediate and high-quality education for all uprooted children; and prioritize the collection of disaggregated data about children on the move and migratory and displacement routes and numbers, including through agreed global indicators.**

77. **States should prohibit and stop the practice of detaining children due to asylum or immigration status, through legislation, policies and practices that are consistent with international norms and standards.**

## E. Recommendations for preventing and ending violence against children

78. **States should adopt, budget for, implement and monitor multisectoral national plans, legislation and policies to prevent and end all forms of violence against all children in all settings, including to protect children in the most vulnerable situations. Such efforts should increase technical expertise at the national level; improve data collection, analysis and dissemination; strengthen the social service workforce; make use of technology and innovation; build strong case management and referral pathways; and increase overall investment.**

79. **All relevant actors should align efforts to increase collaboration across sectors and strengthen political commitment and action to prevent and end violence against children. They should actively engage communities, religious and local leaders, families, and children and adolescents, including individuals and groups in the most vulnerable situations, and work to overcome harmful attitudes and social norms that breed and condone violence against children.**